DOCUMENT RESUME

ED 383 855 CE 069 166

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TITLE Youth Work Skills. 1992-1993 Annual Report.
INSTITUTION New York State Dept. of Labor, Albany.
PUB DATE [93]
NOTE 33p.
AVAILABLE FROM New York State Department of Labor, Publications Unit, Division of Research and Statistics, State Campus, Bldg. 12, Room 400, Albany, NY 12240 (free).
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Adolescents; Annual Reports; Comparative Analysis; Consumer Economics; Daily Living Skills; *Dropout Programs; *Economically Disadvantaged; Employment Level; Enrollment; *Job Skills; Mathematics; Outcomes of Education; Participant Characteristics; Program Development; Program Effectiveness; Reading Skills; Remedial Instruction; Secondary Education; Skill Development; *State Programs; Statewide Planning; *Vocational Education; Vocational Maturity; *Youth Programs
IDENTIFIERS *New York

ABSTRACT

The Youth Work Skills (YWS) program was developed to help economically disadvantaged, out-of-school, high school-aged youth with reading abilities at or below the fifth-grade level become job ready. In 1992-93, YWS served 236 participants at 7 sites throughout New York (two sites each in Brooklyn and Buffalo and sites in the Bronx, Rochester, and Poughkeepsie). Sixty percent of the participants were female, 91% were African American, 7% were Hispanic; 43% were either 18 or 19 years old; and nearly 57% were receiving some welfare assistance. YWS participants' reading abilities ranged from first- to fifth-grade level. Participants demonstrated average grade level gains of 2.3 in reading and 2.0 in math, 80% demonstrated acceptable levels of mastery in world of work subtests, 20% obtained additional training after termination from the program, and 20% obtained unsubsidized employment. More than one-third of YWS participants were enrolled in General Educational Development (GED) test preparation, and 13% of those individuals were known to have actually obtained a GED certificate. The YWS participants scored higher in reading than 53% of adult offenders and 57% of juvenile offenders and higher in math than 67% of adult offenders and 73% of juvenile offenders. (MN)

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ED 383 855

YOUTH WORK SKILLS

1992-1993 Annual Report

For Programs at

Bedford Stuyvesant YMCA
Brownsville Community Neighborhood Action Center
Clarkson Center for Human Services
St. Augustine's Center
Southeast Bronx Neighborhood Association
Urban League of Rochester
Youth Resource Development Corporation

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Introduction

The "Youth Work Skills" (YWS) Program is a small program with a herculean and crucial task - assisting economically disadvantaged, out-of-school, high-school aged youth, with reading abilities at or below the fifth grade level, to become job ready.

Participants often come to the program at a crisis point in their lives and with serious and multiple problems. These include homelessness, teen parenthood, legal offenses and a history of traumatic life experiences.

The Youth Work Skills Program is operated as a year long program in order to meet the critical and serious needs of the participants; participants progress by design through three distinct phases in the course of the year.

The Youth Work Skills Program provides participants with basic academic skills remediation, support services, work experience and placement into unsubsidized employment. Working with young people who had been unsuccessful in traditional school settings, program staff focus on improving participants' educational achievement, work attitude and general employability.

Originally funded by the NYS Legislature with a $2 million appropriation for the 1986-87 program year, the Youth Work Skills Program operated at eight sites and served almost 400 participants. Over the years, the funding level has varied, as did the number of programs and participants -- from a high of 12 sites and 500 participants in the 1988-89 program year to a low of seven sites and a little over 200 participants in the program years ending in '92 and '93.

For the 1992-93 program year, seven programs operated in various areas of the state. They were:

1. Bedford Stuyvesant YMCA (*Brooklyn)*
2. Brownsville Community Neighborhood Action Center (*Brooklyn)*
3. Clarkson Center for Youth (*Buffalo)*
4. St. Augustine's Center, Inc. (*Buffalo)*
5. Southeast Bronx Neighborhood Assoc. (*Bronx)*
6. Urban League of Rochester (*Rochester)*
7. Youth Resources Development Corporation (*Poughkeepsie)*

The 1992-93 program year is the last to use the original YWS model. Based on the experience gained from these YWS programs, for programs beginning in 1993-94, more emphasis will be placed on teaching skills in the context of the workplace and the needs of employers ("Experience Based Career Education" EBCE). In addition, recognizing the importance of the competencies standards established by the Secretary's Commission for Achieving Necessary Skills (SCANS), future programs will be improved with the addition of a component to teach the foundation skills and competencies identified in the SCANS report.

Youth Work Skills
1992-1993 Program Year

Executive Summary

During the 1992-1993 Program Year, the Youth Work Skills (YWS) Programs operated at seven sites statewide and served 236 participants. Actual enrollment exceeded planned enrollment by 23 participants.

Demographics

- All program participants were economically disadvantaged or faced serious barriers to employment.
- Sixty percent of participants were female, forty percent male.
- Ninety-one percent were African American, seven percent Hispanic and the remainder White.
- Participants' ages ranged from 16-21 years with about forty-three percent either 18 or 19 years old.
- All participants were school dropouts; over three-quarters dropped out of school in the 10th grade or earlier.
- Sixteen percent indicated that they had dependents under six years of age.
- Almost 57 percent were receiving some type of welfare assistance.
- Participants' reading abilities ranged from a first grade to a fifth grade level, with the average around the fourth grade level.

Achievements

- Youth Work Skills participants demonstrated an average grade level gain of 2.3 grades in reading and a 2.0 grade level gain in math.
- In the World of Work subtests, 80 percent correct represents an acceptable level of mastery. Seventy-two percent of Youth Work Skills participants achieved a score of at least 80 percent in Consumer Economics. Seventy-seven percent scored 80 percent or more in Occupational Knowledge and 86 percent achieved a score of 80 percent or higher in Survival Skills.

- Twenty percent of participants obtained additional training upon termination from the program.

- Twenty percent obtained unsubsidized employment.

- Over one-third of participants were enrolled in GED preparation; of these, about 13 percent were known to have actually obtained their GED.

- When compared to other reference groups, Youth Work Skills participants scored higher in reading than 53 percent of adult offenders and 57 percent of juvenile offenders and higher in math than 67 percent of adult offenders and 73 percent of juvenile offenders.

THE 1992-1993 Youth Work Skills Program Model

Participants in the Youth Work Skills Program progress through three phases, each with a different focus but with overlapping and reinforcing program activities and remediation. The three phases are described below.

PHASE I - Vocational and Career Exploration; Basic Educational Training; Life Skills (1-3 months)

After orientation, participants are tested to establish a baseline of their reading and math abilities as well as a profile of their "job readiness." An Individualized Program Plan (IPP) is developed for each participant. Participants are provided supportive services and counseling as needed. They begin to explore career options through various field trips and exposure to speakers. In addition, they are paid up to $2.00/hour for a maximum of 20 hours of classroom participation.

PHASE II - Work Experience/Basic Education (6 - 8 months)

During Phase II, participants obtain work-experience through various subsidized job placements. They work up to three days a week at no less than the minimum wage. The educational component is ongoing and participants continue to receive a $2.00 per hour stipend for classroom time.

During this phase, staff meet with the participant to review their program plan and modify it as necessary. Work sites are monitored and each participant's progress is assessed. In some cases, a participant's plan is modified to reflect options other than work -- e.g., return to high school, enrollment in a vocational education program, other skills training or a GED program.

PHASE III - Placement with Continued Supportive Services (1 - 4 months)

The purpose of this phase is to provide support while the participant transitions into an unsubsidized job or independent maintenance of their educational program. Through continued counseling, supportive services and job-related activities, participants are encouraged to do long-term planning. Staff attempt to follow-up with participants, their educational institutions and employers to strengthen the likelihood of success during the transition period.

The 1992-1993 Youth Work Skills Program

During the 1992-1993 program year, over 200 participants were enrolled in seven Youth Work Skills Programs throughout the state. Since this was a "transitional" year between the original Youth Work Skills Programs and the redesigned[1] Youth Work Skills Programs which began in September of 1993, the 1992 - 1993 Youth Work Skills Program year ran for 14 months, through August '93. As of November 1, 1993, characteristics data were available for 196 Youth Work Skills participants[2]. Compiling these data gives the following profile of the Youth Work Skills participant.

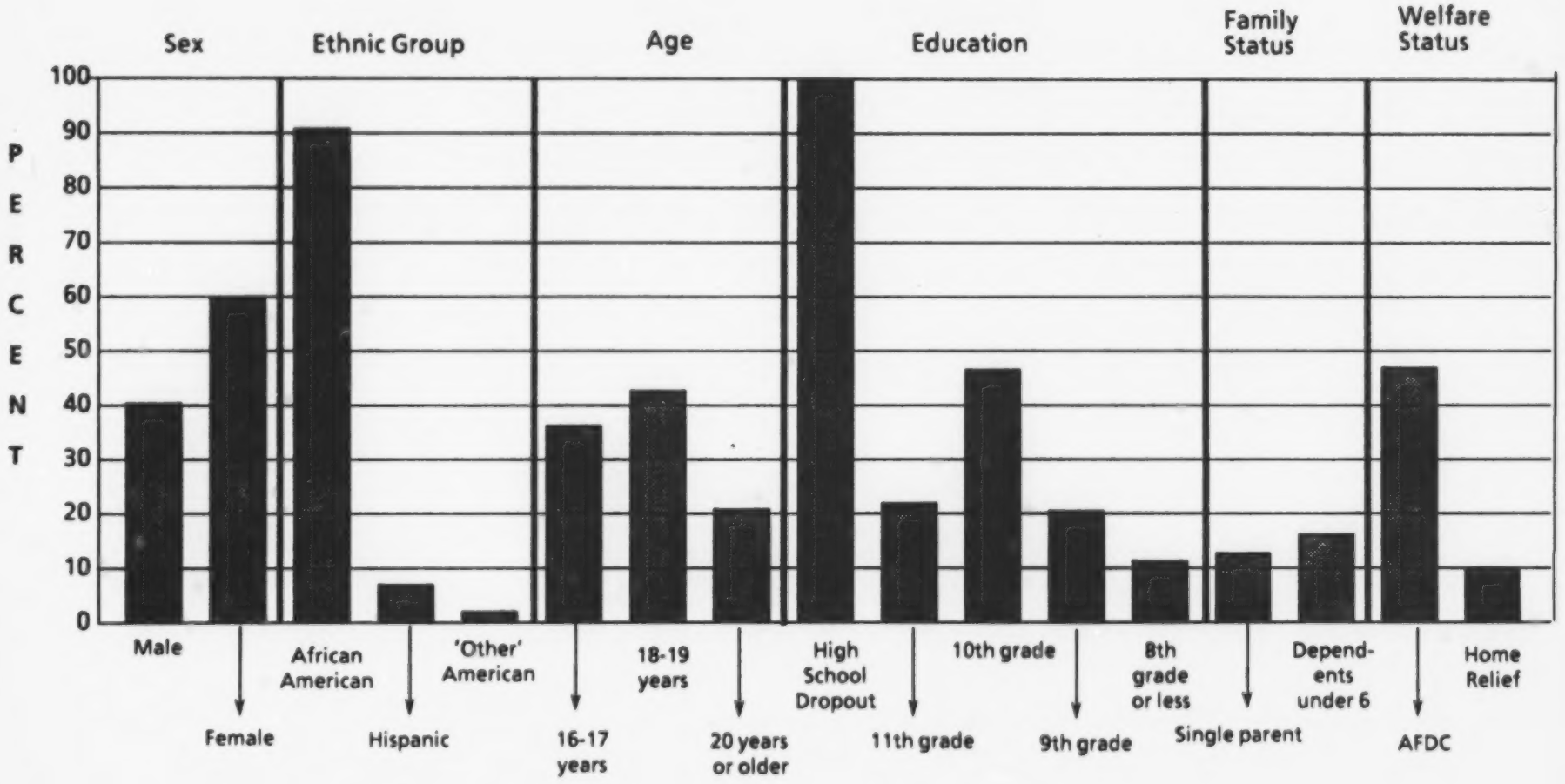
Youth Work Skills Participant Profile

The most frequently occurring characteristics of YWS participants during the 1992-93 program year were: female (60 percent), African-American (91 percent), and 18 or 19 years of age (43 percent). Thirteen percent identified themselves as single-parent households. About 16 percent indicated that they had dependents under the age of six. All were school dropouts -- and over half received some type of welfare. Chart 1 and Table 1 provide characteristics in detail.

1. *Beginning in 1993, the Youth Work Skills programs are required to incorporate skills and competencies described in the report of the Secretary's Commission for Achieving Necessary Skills (SCANS) in their curriculum. More emphasis will be given to Experienced Based Career Education (EBCE).*

2. *No characteristic data were available for Youth Resource Development Corporation and for 25 of the 31 participants in the Urban League of Rochester.*

CHART I
YOUTH WORK SKILLS PARTICIPANT CHARACTERISTICS



CHARACTERISTICS

Table 1
Characteristic of 1992 - 1993 Youth Work Skills Participants
(for whom we had characteristics data)

CHARACTERISTICS	NUMBER	PERCENT
TOTAL	196	100.0
Sex		
Male	79	40.3
Female	117	59.7
Ethnic Group		
African American	178	90.9
Hispanic	14	7.1
'Other' American	4	2.0
Age		
16-17 years	71	36.3
18-19 years	84	42.8
20 years or older	41	20.9
Educational Attainment		
High School Dropout	196	100.0
Highest grade completed:		
11th grade	43	22.0
10th grade	91	46.4
9th grade	40	20.4
8th grade or less	22	11.2
Family Status		
Single parent	25	12.8
Dependents under 6	32	16.3
Welfare Status		
AFDC	90	46.9
Home Relief	19	9.9

Youth Work Skills Program Enrollment

Actual enrollment exceeded planned enrollment in the seven Youth Work Skills projects by 23 participants. Table 2 compares actual program enrollment against planned enrollment. (For purposes of definition, "actual enrollment" refers to individuals who were accepted into the program, as evidenced by receipt of TABE reading or math pre-test scores.)

Table 2
Comparison of Actual and Planned
Youth Work Skills Enrollment by Project Site

PROGRAM	ACTUAL	PLANNED	DIF.
TOTAL	236	213	+23
Bedford Stuyvesant YMCA	42	35	+7
Brownsville Community Neighborhood Action Center	36	32	+4
Clarkson Center for Youth	34	25	+9
St. Augustine's Center, Inc.	22	20	+2
Southeast Bronx Neighborhood Assoc.	34	34	0
Urban League of Rochester	31	28	+3
Youth Resources Development Corp.	37	39	-2

Youth Work Skills Program Achievements

The Youth Work Skills Program is described as a crises intervention program designed to help economically disadvantaged youth with a reading level at or below the fifth grade to improve their basic educational skills, job seeking abilities and general employability.

In order to measure the various Youth Work Skills Programs' successes in meeting their objectives, participant outcomes are measured against five different criteria. While it is recognized that these measures may not "tell the whole story" regarding the impact of the program, they provide a general indication of participant achievement, both within and among programs. The five criteria concern improvement in:

- reading levels;
- math abilities;
- "World of Work" competencies;
- educational attainment (e.g., return to school, GED preparation, skills training);
- ability to obtain employment.

Based on prior year experience of the Youth Work Skills Programs (that is, the "participant outcomes" from the prior year), standards are set against which the current year's outcomes are measured. Basing the standards on the prior year's outcomes insures that they are realistic. The minimally acceptable achievement is set at the level that all but 25 percent of prior year programs were able to achieve.

The 1992 - 1993 Youth Work Skills Program Standards

For the program year beginning in 1992 and ending in 1993, the following five standards were based on the prior year's Youth Work Skills Program accomplishments. The standards represent the minimum acceptable level of achievement for the 1992-1993 Youth Work Skills Programs. In non-transitional years, Youth Work Skills Programs are eligible for refunding through contract modification, rather than the submittal of a new proposal, if they meet the reading standard and any two of the remaining four standards. For the 1993-1994 program year, however, all programs submitted new proposals as 1993-1994 represented the beginning of redesigned programs, and a new program year (which began September 1, 1993).

The minimum standards against which 1992-93 programs were measured are as follows:

1. Reading	1.35 Grade Level Gain (pre/post test)
2. Math	0.9 Grade Level Gain (pre/post test)
3. Educational	
a. Returned to School b. Enrolled in GED Prep. c. Other Training	26.5% of participants must return to school, enroll in GED preparation or enter other training
4. Work Maturity	45% of participants must score 80% on the post-test
5. Unsubsidized Employment	12.5% of participants must obtain employment

One of the seven funded YWS programs -- St. Augustine's -- was usable to provide post-program test scores for either the two TABE tests or for the three World of Work subtests. In addition, information was not available for the other outcome standards. Subsequently, they are considered to have automatically failed the program outcome standards and are not included in the analysis on the following pages.

The analysis compares the achievement of each program with the minimum standards which were set for all programs.

Reading & Math Accomplishments

The Youth Work Skills Program utilized the Tests of Adult Basic Education (TABE) as a yardstick of progress for participants. TABE measures achievement in reading, mathematics, language, and spelling -- the subject areas commonly found in adult basic education curricula. The tests also help identify the instructional needs of students.

Youth Work Skills Programs are encouraged to administer the TABE "locator" test which identifies the appropriate level of instruction for students. The program uses the reading and math portion of the TABE to assess participants' gains in reading and math. In the Youth Work Skills Program, level "M," i.e., the "moderate" level is most often used as it measures reading at the 5th grade level. Each program administers and reports the results of the pre-program and post-program tests. Complete test scores were obtained and analyzed for 174 participants. Overall, participants averaged a pre-program test score of 685 for reading, which translates into a grade equivalent of 4.2. The sample's post-program reading test score averaged 733, equivalent to a grade level of 6.5, a 2.3 grade level increase.

Participants' post-program test scores for math also reflect a substantial improvement. As shown in Table 3, participants' post-program test scores translate into a grade equivalent of 7.3 which was a 2.0 grade level increase above the pre-program average of 5.3.

Table 3
Youth Work Skills
Gains in Reading and Math
Total All Programs
N = 174 All useable scores

	Pre-Program Test		Post-Program Test		
Reading	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	685	4.2	733	6.5	2.3

	Pre-Program Test		Post-Program Test		
Math	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	718	5.3	753	7.3	2.0

In addition to the overall average test results, data were analyzed for each project site separately. All of the project sites reported gains in reading and math. Five out of six project sites show a grade equivalent gain of one or more for reading and math; one project failed to provide post-test scores.

Table 4
Participant Gains in Reading and Math
by Program Site
Bedford Stuyvesant (N = 27)*

	Pre-Program Test		Post-Program Test		
Reading	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	666	3.4	712	5.4	2.0

	Pre-Program Test		Post-Program Test		
Math	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	682	4.1	736	6.3	2.2

* *Program failed to submit pre- and post-test scores for 75% of enrollees.*

Brownsville (N = 30)

	Pre-Program Test		Post-Program Test		
Reading	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	679	3.9	746	7.6	3.7

	Pre-Program Test		Post-Program Test		
Math	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	700	4.7	761	7.8	3.1

Clarkson Center (N = 34)

	Pre-Program Test		Post-Program Test		
Reading	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	680	4.0	704	5.1	1.1

	Pre-Program Test		Post-Program Test		
Math	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	719	5.4	737	6.4	1.0

Southeast Bronx (N = 34)

	Pre-Program Test		Post-Program Test		
Reading	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	707	5.2	737	6.9	1.7

	Pre-Program Test		Post-Program Test		
Math	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	748	7.0	759	7.7	0.7

Urban League of Rochester (N = 20)*

	Pre-Program Test		Post-Program Test		
Reading	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	690	4.5	744	7.4	2.9

	Pre-Program Test		Post-Program Test		
Math	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	717	5.3	757	7.5	2.2

** Program failed to submit pre- and post-test scores for 75% of enrollees.*

Youth Resource Development Corp. (N = 30)

	Pre-Program Test		Post-Program Test		
Reading	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	684	4.2	754	8.2	4.0

	Pre-Program Test		Post-Program Test		
Math	Mean	Grade Equivalent	Mean	Grade Equivalent	Grade Gain
	728	5.8	770	8.4	2.6

Comparison with Comparable Reference Groups

Youth Work Skills participants' post-test scores for reading and math were converted to "percentage ranks" (described below) in order to compare their test performance with four other reference groups: adult basic education enrollees, adult offenders in adult correctional facilities and, juvenile offenders in juvenile correctional facilities.

The percentage rank in each column indicates the percentage of members of that group who fall below the Youth Work Skills participants. As shown in Table 5, Youth Work Skills participants compared most favorably in achievement to adult offenders and juvenile offenders. Youth Work Skills participants scored higher than 57 percent of juvenile offenders and 53 percent of adult offenders in reading and higher than 73 percent of juvenile offenders and 67 percent of adult offenders in math. Youth Work Skills participants also scored higher in math than 56 percent of the adult enrollees in basic education courses.

Table 5
Youth Work Skills Participants
Percentile Ranking in Comparison
with Four Reference Groups

		Adult Enrollees	Adult Offenders	Juvenile Offenders
YWS Reading	733	45%	53%	57%
YWS Math	753	56%	67%	73%

Work Maturity

Youth Work Skills Program participants engage in activities which attempt to increase their job-related skills. These include visiting various worksites, discussing occupations with individuals involved in the work, and actually engaging in worksite training. During this program year, worksite visits included health care centers and hospitals, senior citizen centers, courts and attorneys' offices, beauty salons, real estate offices, construction sites and retail stores.

During Phase II, participants were placed in worksites as laborer's assistants, day care workers, weatherization workers, gerontology aides, legal assistants, janitorial services workers and store clerks.

In addition to worksite visits and work experience, students participated in the World of Work (WOW) classroom exercises and review. Originally developed by the Federal Job Corps to "enhance corpsmen's employment opportunities and potential to enter and function successfully in the workforce," the "WOW" is composed of three subtests in the areas of "occupational knowledge," "survival skills/community resources" and "consumer economics."

Questions typical of the "occupational knowledge area would include having students identify information sources for job opportunities, identify the qualities that make a good employee, or explain the legal and specific financial aspects of employment. In the area of "survival skills/community resources" students would be asked to demonstrate other basic skills which enhance their ability and increase their effectiveness to succeed in the work world. Such as being able to compute and make changes, use the transportation system or maintain a car. The "consumer economics" aspects of the WOW concern being able to plan and manage a budget, understanding credit, housing needs and utilities costs.

Improved ability to enter the workforce and function successfully was measured using these three subtests of the WOW. Participants take one of two tests, "a" or "b," for the pre-test for each subject, then take the alternate test, "b" or "a" for the post-test for a total of three pre-tests and three post-tests. As shown in Table 5, overall Youth Work Skills participants' gains on the three subtests were impressive.

By correctly answering 80 percent of the questions, a level generally accepted as indicative of competency, participants' post-program test scores demonstrated skill mastery of the items contained in all three subtests.

Table 6
World of Work

Youth Work Skills Participants Gains in Consumer Economics

Total = 25

Pre-Program Test Mean	Post-Program Test Mean	Percent Achieving Over 80% Correct
16	21	72%

Youth Work Skills Participants Gains in Occupational Knowledge

Total = 30

Pre-Program Test Mean	Post-Program Test Mean	Percent Achieving Over 80% Correct
21	25	77%

Youth Work Skills Participants Gains in Survival Skills/Community Resources

Total = 22

Pre-Program Test Mean	Post-Program Test Mean	Percent Achieving Over 80% Correct
16	20	86%

These achievements are impressive considering the harsh environmental factors that confront most Youth Work Skills Program participants. Encouraging participants to accept testing alone is often a notable achievement, given their past experiences. Table 6 presents the achievements of Youth Work Skills Programs in the three WOW subtests.

Table 7
World of Work

Gains in Consumer Economics by Program Site

Total questions = 25	Average Pre-Program Test Mean	Average Post-Program Test Mean	Percent Achieving Over 80% Correct
Bedford Stuyvesant YMCA	14	23	96%
Brownsville Community Neighborhood Action Center	18	23	97%
Clarkson Center for Youth	14	19	44%
Southeast Bronx Neighborhood Association	18	20	68%
Urban League of Rochester	18	20	61%
Youth Resources Development Corporation	15	21	67%

Gains in Occupational Knowledge by Program Site

Total questions = 30	Average Pre-Program Test Mean	Average Post-Program Test Mean	Percent Achieving Over 80% Correct
Bedford Stuyvesant YMCA	20	28	100%
Brownsville Community Neighborhood Action Center	22	27	90%
Clarkson Center for Youth	18	23	53%
Southeast Bronx Neighborhood Association	24	25	79%
Urban League of Rochester	24	25	78%
Youth Resources Development Corporation	19	25	67%

Gains in Survival Skills/Community Resources by Program Site

Total questions = 22	Average Pre-Program Test Mean	Average Post-Program Test Mean	Percent Achieving Over 80% Correct
Bedford Stuyvesant YMCA	15	20	100%
Brownsville Community Neighborhood Action Center	16	20	90%
Clarkson Center for Youth	14	19	74%
Southeast Bronx Neighborhood Association	19	20	94%
Urban League of Rochester	17	19	67%
Youth Resources Development Corporation	16	18	73%

Educational Achievement

One of the goals of the Youth Work Skills Program is to improve the basic educational achievement of program participants. To accomplish this objective, individual program plans include components which encourage students to pursue a GED or return to school. For those participants for whom this is not a viable option, enrollment in skills training or a vocational education program is explored.

Table 8
Educational Achievements of Youth Work Skills Program

Program	Number of Participants	GED Prep		Returned to School		Additional Training		Obtained GED	
		No.	%	No.	%	No.	%	No.	%
Bedford Stuyvesant	42	35	83.3	0	0	15	35.7	2	5.0
Brownsville	36	11	30.6	2	5.6	10	27.8	5	13.9
Clarkson	34	3	8.8	2	5.9	1	2.9	0	0
Southeast Bronx	34	16	47.1	1	2.9	14	41.2	3	8.8
Urban League Rochester	31	10	32.3	0	0	2	6.4	1	3.2
Youth Resource Development Corp.	37	9	24.3	5	13.5	1	2.7	0	0

As can be seen from Table 8, some programs may focus on certain areas more than others. The Bedford Stuyvesant program and the Southeast Bronx program had relatively high proportions of individuals who enrolled in GED preparation. In the Brownsville program, a relatively high proportion of students actually attained their GED, all the more notable considering that YWS participants begin the program with a reading level of fifth grade or less. (In addition GED results often are not available until after program conclusion.) A relatively high percentage of students in the Youth Resources Development Corporation program returned to school, and one-third or more of the students in the Southeast Bronx program and the Bedford Stuyvesant program, respectively, enrolled in some form of additional training.

Unsubsidized Employment

One additional goal of the Youth Work Skills Programs is to facilitate participants' entry into unsubsidized employment, an activity which is stressed in the latter phases of the program, after the development of foundation skills. The goal of unsubsidized employment has been complicated by the affects of the lingering recession. Nonetheless, programs exhibited a significant degree of success in meeting this goal. Unsubsidized employment was secured in stores, construction companies, fast food restaurants, real estate offices, a barbershop and hospitals. Table 9 indicates that all programs for which data were available met or exceeded the standard set for unsubsidized employment.

Table 9
Number and Percent of Students Who Obtained Unsubsidized Employment, by Program

Program name	Total	Number Obtaining Unsubsidized Employment	Percent	Standard Met
Bedford Stuyvesant	42	6	14	Y
Brownsville	36	9	25	Y
Clarkson Center	34	9	26	Y
Southeast Bronx	34	9	26	Y
Urban League of Rochester	31	4	13	Y
Youth Resource Development Corp.	37	6	16	Y

Overall Program Achievement

Overall, most programs were successful in meeting minimum program standards. However, it is important to remember that test scores do not tell the whole story. Many factors can affect a program's ability to achieve at higher levels. For example, while a program may "fail" to attain the reading grade level set as the minimum standard, they may have had a disproportionate number of students reading at very low levels upon entry into the program. Since advancing one grade level at the lower grades is significantly more difficult than at higher grades, programs with lower average pre-test scores face a greater challenge in meeting the reading improvement goal.

The table below summarizes the achievement of the seven 1992-1993 Youth Work Skills Programs.

Table 10
Summary of 1992-1993 YWS Program Achievement

Program	Reading Av. Grade Level Gain	Math Av. Grade Level Gain	WOW Av. Percent Correct	Educ.** GED Prep. & Trng. & Returned to School	Unsubsidized Employment
*Bedford Stuyvesant	2.0	2.3	91%	100.0%	14%
Brownsville	3.7	3.1	92%	64.0%	25%
Clarkson Ctr.	1.1	1.0	79%	17.6%	26%
Southeast Bronx	1.7	0.7	86%	91.2%	26%
*Urban League of Rochester	2.9	2.1	87%	38.7%	13%
Youth Resource Development Corp.	4.0	2.6	83%	40.5%	16%

* Failed to submit pre- and post-tests for 75 percent of participants.
** Some participants achieved multiple educational outcomes.

Program Environment

The Youth Work Skills Programs served youth facing multi-barriers and handicaps to success. The programs attempted to build the skills necessary for these youth to succeed in the labor market and overcome life's obstacles. The following anecdotal information obtained from quarterly program reports describes program activities or the environment and the individual participant barriers faced by program administrators.

Brownsville

- "... our participants attended the New York City Council President Andrew Stein's "Role Models of the Year" 1993 Presentation which they found exciting. Our participants also went on two educational trips: The Brooklyn Museum, where they obtained knowledge about the African Culture, and the NYS Department of Labor Job and Career Center, where they were interviewed on video tape and discussed their career goals."

- "All participants are working diligently, however, five (5) are non-positive terminations. Two are due to incarceration, two due to program interruption and one due to non-attendance."

Clarkson

- "At this time, participants in their respective worksites are doing an outstanding job. Motivating our clients to attend the program and attain their goals is very difficult and challenging. Many of the participants have influences which cause them to lose site of their future goals. To help address this problem, we will be meeting with the participants in a group developmental session to address issues such as time management, budgeting, academic and vocational goals, life and coping skills."

- "... Three participants must continue to stabilize their attendance in order to be placed on a job worksite. The case manager continues to work with these individuals on a daily basis on behavior modification techniques as well as work adjustment counseling. Two participants have requested a change in worksites due to a change in vocational goals. One participant is currently incarcerated due to a probation violation ....."

Southeast Bronx Neighborhood Association

- "Our main focus has been getting the students prepared for work. It has not been easy, because they seem to feel like they have all the answers. Many feel that they can turn on and off bad habits. They do not understand the serious responsibilities of work or realize the commitment it takes for overall excellence. The group has a lot of potential ...."

- "Inconsistent would be a good word to describe our participants. Some of them have a hard time putting their priorities together which often causes problems....: We also find during this time that our curriculum has to be flexible, informative and fun to prevent students from being bored."

St. Augustine's

- "... Home visits were conducted to determine the reason why participants had begun to attend sporadically and four participants stated that dire financial problems made it very difficult for them to attend classes on a regular basis even without any delay in stipend monies. Two participants had poor attendance due to housing problems. One participant didn't attend the program due to incarceration. One participant had problems with day care while another stated that they were ill."

- "There were six service referrals made for participants for the month of September 1992. Two participants were referred to the Housing Assistance Center, Inc. for assistance in securing permanent housing and listings. One participant was referred to Section 8 for subsidized housing and one was referred to Municipal Housing for assistance in obtaining subsidized housing."

Youth Resource Development Corporation

- "Our participants are entering the program more "at risk" than ever before. Many of our young people come to us with such a wide variety of problems, that it becomes incomprehensible how they are surviving at all. YRDC continues to serve these young people by linking them with other outside youth serving agencies to help them with the particular problems they need to address."

- "YRDC continues to broaden its supportive services and train staff to cope with growing problems such as AIDS and the rise in street violence. Parental involvement is much needed, but rarely there to count."

Urban League of Rochester

- "Two of our male participants are facing serious problems with the judicial system ...."

- "Though attendance has been sporadic, it is beginning to improve with support service, referrals, counseling, and frequent home visits."

Conclusion

The Youth Work Skills Program operates in a harsh urban socioeconomic environment with young people who have already dropped out of a traditional educational setting, who have reading levels at or below the fifth grade and who

often face multiple obstacles to success. The findings in this report indicate that the Youth Work Skills Program is effective in improving the education levels and work skills of these "at risk" youth and moving them closer to self-sufficiency.

Recommendations

More remains to be done as the Youth Work Skills Program continues to evolve. The 1992-1993 program year was the last to use the original Youth Work Skills model. Recognizing the importance of the competencies standards established by the Secretary's Commission for Achieving Necessary Skills (SCANS), the 1993-1994 program model was improved with the addition of a requirement for a component to teach these foundation skills and selected competencies. Programs must continue to focus their attention on expanding these competencies. Moreover, through the Experience-Based Career Education (EBCE) methodology, current Youth Work Skills Programs must shift more of their training toward early teaching of the skills in the context of the workplace and the needs of employers. Attendance has been a recurring problem for some participants; programs must continue to explore creative ways of motivating and retaining students. Recognizing the multiple-barriers that Youth Work Skills program participants face, more attention must be given to identifying, coordinating and utilizing the resource linkages that address these barriers.

The Youth Work Skills program has demonstrated success in the past; implementing the redesigned program components should strengthen it as it takes on the challenges of the future.

APPENDIX I

Youth Work Skills
1992 - 1993 Program Sites

Account Executives and Contact Persons
YOUTH WORK SKILLS

Bedford Stuyvesant YMCA
1121 Bedford Avenue
Brooklyn, New York 11216
(718) 622-9100

Account Executive:
Annie Williams

Contact Person:
Corwin Spivey

Brownsville Community Neighborhood Action Center
1757 Union Street
Brooklyn, New York 11213
(718) 385-4620

Account Executive:
Annie Williams

Contact Person:
Eloise Perez

Clarkson Center for Youth
111 Elmwood Avenue
Buffalo, New York 14202
(716) 882-6075

Account Executive
Jim Kowalski

Contact Person:
Amy Dvorak

St. Augustine's Center, Inc.
1600 Fillmore Avenue
Buffalo, New York 14211
(716) 897-4110

Account Executive:
Errol Fletcher

Contact Person:
Ms. Carson

Southeast Bronx Neighborhood Assoc., Inc.
955 Tinton Avenue
Bronx, New York 10456
(212) 542-2727

Account Executive:
Jim Bryan

Contact Person:
Frederick Douglas

Urban League of Rochester
177 North Clinton Avenue
Rochester, New York 14604
(716) 325-6530

Account Executive:
Jim Horne

Contact Person:
Vivian Johnson

Youth Resources Development Corporation
P.O. Box 4737
Pougkeepsie, New York 12602
(914) 473-5005

Account Executive:
Peter Marcello

Contact Person:
Joseph Smeltzer